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ABSTRACT

The primary purpose of the social studies is to help young people, as future culturally diverse, democratic citizens in an interdependent world, develop the ability to make informed and reasoned decisions for the public good as citizens. Underlying this scope and sequence is the principle that neither gender, economic status, nor cultural background limits a student's ability to understand social studies and develop civic efficacy. The goals and objectives of the state of North Carolina's course of study for the social studies closely parallels the national social studies curriculum standards. The national content standards for history, geography, economics, and psychology support this guide and provide guidance for implementing the strands across the curriculum. The guide is divided into 19 sections: (1) "Preface"; (2) "Philosophy"; (3) "Purpose"; (4) "Program Description"; (5) "The Role of Disciplines in the K-12 Social Studies Curriculum" (History; Geography; Economics; Political Science; Anthropology, Sociology, Psychology; Sequence; Skills); (6) "Elementary Social Studies" (K-5); Middle School Social Studies (6-8); (7) "Secondary Social Studies" (9-12); (8) "African American Studies"; (9) "American Government"; (10) "American Indian Studies"; (11) "Contemporary Issues in North Carolina History"; (12) "Contemporary Law and Justice"; (13) "Economics; Geography in Action"; (14) "Latino American Studies"; (15) "Psychology"; (16) "Sociology"; and (17) "Bibliography" (n=18). (BT)

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THE NORTH CAROLINA SOCIAL STUDIES STANDARD COURSE OF STUDY

SO 034 667

Effective 2003 – 2004 School Year

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- the Department of Public Instruction staff who carried the primary responsibility for revising and editing the curriculum.

In addition we would like to express special gratitude and appreciation to the members of the Writing Committees who devoted their time, energy, and expertise to the development and writing of the *North Carolina Social Studies Standard Course of Study*.

The current revision process involved, on some level, the entire social studies education community and the end product is a curriculum of which North Carolina can be proud. We will regularly revise and improve the curriculum to meet the needs of the students of North Carolina.

PREFACE

Introduction

The youth of North Carolina will spend their adult lives in the twenty-first century; therefore, the need for a social studies education that develops their knowledge, skills, and attitudes requisite to live effectively in this century is more crucial than ever before. What historical, geographic, political, social, and cultural knowledge is fundamental for the youth of North Carolina to achieve good citizenship, strong leadership, and a rich cultural life? How can breadth and depth co-exist to provide our youth wide examination, deep reflection, the acquisition of knowledge and skills, and the development of citizenship and values? Tarry Lindquist in *Ways that Work* noted, "The most precious gift we can give our students is time to read from many books, time to research questions, time to wrestle with conflicting interpretations, time to wander through divergent paths of social studies, and time to revisit previous questions in a new context." The *North Carolina Social Studies Standard Course of Study,* along with other supporting documents, provides a guide for teachers and social studies coordinators to develop curriculum.

PHILOSOPHY

In 1992, the Board of Directors of the National Council for the Social Studies (NCSS), the primary membership organization for social studies educators, adopted the following definition: *Social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences.*

NCSS's statement, "*Essentials of the Social Studies"* (NCSS 1990, 9-11), further identifies citizenship education as the primary purpose of K-12 social studies. Effective social studies programs prepare young people to identify, understand, and work to solve the problems facing our diverse nation in an increasingly interdependent world. An effective program:

- fosters individual and cultural identity along with understanding of the forces that hold society together or pull it apart;
- includes observation of and participation in the school and community;
- addresses critical issues and the world as it is;
- develops perspectives on students' own life experiences that allows them to see themselves within the broader world context;
- prepares students to make decisions based on democratic principles; and
- leads to citizen participation in public affairs.

In essence, "The primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."[1]

Underlying this scope and sequence is the principle that neither gender, economic status, nor cultural background limits a student's ability to understand social studies and develop civic efficacy.

PURPOSE

The goals and objectives of *The North Carolina Social Studies Standard Course of Study* closely parallel the national social studies curriculum standards. The national content standards for history, geography, civics and government, economics, and psychology support this document and provide guidance for implementing the strands across the disciplines. The intent of *The North Carolina Social Studies Standard Course of Study* is to meet statutory requirements and to establish competency goals and objectives for the teaching and learning of social studies in North Carolina. It is the foundation upon which teachers and curriculum specialists in each school system should develop classes or courses and instructional strategies.

In addition, *The North Carolina Social Studies Standard Course of Study* is designed to ensure that our state prepares students to become productive citizens. This implies an understanding of history, geography and the social sciences, social studies skills, and the processes needed for personal decision-making, participation in civic affairs, and economic productivity.

This document is the first in a series; additional documents will provide more detailed recommendations and support for implementation.

Revisions

The North Carolina Social Studies Standard Course of Study was last revised in 1997. Revisions in social studies education program fostering the development of rigorous social studies, K–12, are necessary because:

- research has greatly advanced our knowledge about the teaching and learning of social studies;
- changes in our society, in North Carolina, and in the larger world places new and increasing demands on our citizens, state, and nation; and
- all students must acquire the ability to think critically, to speak and write clearly and intelligently, to make decisions, to solve problems, and to be actively engaged in their roles as citizens.

In preparing this document, the social studies consultants, committees, and revision writers concurred with NCSS on several basic assumptions:

- "... social studies encompasses many more potential goals and content clusters than can be addressed adequately;" and

[1]NCSS House of Delegates, Expectations of Excellence, 1998.

- "All students, K–12, should have access to the full richness of the social studies curriculum."

As a result, we relied on the North Carolina Statutes; general surveys from teachers, students, parents, community organizations, professional organizations, and institutions of higher education; statewide focus sessions; the National Standards for Social Studies, History, Economics, Civics, Geography, and Psychology; and public forums for the development of *The North Carolina Social Studies Standard Course of Study.* An e-group was set up on the NCDPI web site to allow interested educators, professional organizations, and citizens opportunities for review and feedback on each grade level and course. In addition, area consultants and administrators in the Department of Public Instruction and other state agencies provided input. Responses were carefully considered and modifications were made in areas deemed beneficial. Every effort was made to address current education and curriculum issues.

PROGRAM DESCRIPTION

Scope

Knowledge and training in each social studies discipline has accumulated at an increasing rate, causing subject content to expand as material and requirements are added but rarely deleted. *The Social Studies Standard Course of Study,* therefore, does not include individual disciplines for study in K–8. Strands, based on the social science disciplines; however, provide students a consistent framework for studying and analyzing specific grade level content.

At the high school level, strands are designed to be more specific to their course and subject content. The following strands provide a framework for studying and analyzing social studies at each grade.

- **Individual Identity and Development** - *In each society, individual identity is shaped by one's culture, by groups, and by institutions.*

- **Cultures and Diversity** - *There are similarities as well as differences between and among cultures. Culture helps people to understand themselves as both individuals and as members of a group. As cultural borrowing becomes more prevalent, the differences between cultures become less defined.*

- **Government and Active Citizenship** - *Power structures have historical foundations but continue to evolve. How people create and change structures of power, authority and governance, and the role and the relative importance they assign to the individual citizen varies over time and place. Examining civic ideals and practices across time and in diverse societies enables students to recognize gaps between the practice and the ideals of civic responsibility.*

- **Historic Perspectives** - *Seeking to understand the historical roots of present day cultures enables students to develop a perspective on their own place in time. Knowing what things*

were like in the past and how they changed and developed over time in a variety of societies and cultures provides students with a broader view of their own history.

- **Geographic Relationships** - *Studying places and the people who inhabit them as well as their interactions and mutual impact on each other enables the student to develop a spatial perspective on their place in the world going beyond personal location.*

- **Economics and Development** - *Students recognize that having wants/needs that exceed resources available generates a variety of solutions in different circumstances. How people organize for the production, distribution, and consumption of goods and services varies over time and space.*

- **Global Connections** - *Connections between cultures have existed for centuries, but in modern times they have become increasingly diverse and have had a greater impact on the quality of life in North Carolina, the nation, and the world.*

- **Technological Influences and Society** - *Technological changes over time have had significant impacts on the development of cultures. As technology has spread over place and time, it has influenced and been influenced by people and their perceptions.*

Legal Requirements

Public School Law G.S. 115C-81 specifies certain subjects be taught in North Carolina schools including specific areas in the social studies. These areas are:

- Americanism;
- The governments of North Carolina and the United States; and
- The free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced.

Specific stipulations described in G.S. 115C-81:

- requires local boards of education to provide for teaching of "the nation's founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers."
- directs the State Board of Education to include such documents in any curriculum-based tests developed and administered statewide and to establish curriculum content for this study.

As of 2001 this general statute:

- requires one yearlong course of instruction on North Carolina history and geography to students in elementary and one yearlong course in middle schools.
- specifies the inclusion of various racial and ethnic groups' contributions to the development and diversity of the state.

- states that each course of instruction in North Carolina history and geography may include up to four weeks of instruction relating to the local area in which the students reside.
- strongly encourages the State Board to include, at a minimum, the following components in the civic and citizenship education curriculum:

  High School
  - students write to a local, state or federal elected official about an issue of importance;
  - instruction on the importance of voting and participating in the democratic process; and
  - information about the democratic process and how laws are made.

  Middle School
  - tour local government facilities;
  - choose and analyze community problems and offer public policy recommendations; and
  - provide information for community involvement.

State Board Requirements

The State Board of Education graduation requirements for social studies are:
- World History;
- Civics and Economics; and
- United States History.

Students must also complete the End-of-Course Exams in *Civics and Economics* and *United States History*, and the Exit Exam. Two domains, problem solving and processing information, focus on social studies content and social studies skills.

THE ROLE OF DISCIPLINES IN THE K-12 SOCIAL STUDIES CURRICULUM

HISTORY

The study of history places human beings and their activities in time. Knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with problems and the success or failure of their solutions. It is unique in that it teaches the impacts of the past in shaping the world of today and in determining the options open to us. History can teach both the burdens the past has placed upon us, and the opportunities knowledge of the past can provide.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. Knowing how to interpret and reconstruct the past allows one to develop a historical perspective.

Elementary Grades
Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. They enjoy learning about history through the autobiographies and biographies of historical personalities. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values.

Middle Grades
In the middle grades, students continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that individual experiences, societal values, and cultural traditions influence interpretations. They discover that science and technology bring changes that astonish and even challenge beliefs and values.

High School
High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and its implications for the future. They integrate individual stories about people, events, and situations to form broader concepts in which continuity and change are linked in time and across cultures. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. Students also learn how to draw on their knowledge of history in order to make informed choices and decisions in the present.

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GEOGRAPHY

The study of geography gives students a spatial perspective. The goal of geography is to produce a geographically informed person who sees meaning in the arrangement of things in space and applies a spatial perspective to life situations. Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to make informed and critical decisions about the relationship between human beings and their environment.

Elementary Grades
In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and misuse of the physical environment. They study how basic technologies modify our physical environment. Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale.

Middle Grades
During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes.

High School
Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

ECONOMICS

Economics is the study of how people cope with their environment and each other as they try to satisfy their needs and wants. People have unlimited needs and wants, but they live in a world which surrounds them with limits. A fundamental condition of life is that there is not enough time, money, energy, nor other resources to satisfy everyone's needs and wants. To make the

best use of scarce resources, both individuals and groups must choose wisely among the alternatives available to them.

Economics can be thought of as responsible decision making, choosing among alternatives. Choices (decisions) have consequences and some choices lead to more productive outcomes than others.

The purpose of economics is to provide practical tools for evaluating alternatives before making a decision. A good economic education should also help students develop the disposition and the ability for making decisions based on reason rather than other influences such as impulse or peer pressure.

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy. However the role of government in economic policy-making varies over time and from place to place. Increasingly, these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making.

Elementary Grades
Instruction in economics should begin early to help very young students learn to understand and use a basic economic vocabulary and elementary economic principles. They can distinguish between needs and wants and can prioritize each. Young learners begin to see the consequences of their individual and group decisions. They are also able to develop the habit of taking a reasoned and responsible approach to decision-making.

Middle Grades
Middle grade students should be able to apply economic concepts and principles in a wide array of real and hypothetical circumstances. In this way they should be able to analyze relatively simple situations and issues and then predict outcomes and prescribe policies. They should also be able to defend their position on various issues which have some economic content.

High School
High school economics should build on what students learn in middle school. The questions remain much the same, but the answers become more complex. Because these older students are able to deal with greater levels of abstraction, they should be able to analyze and predict with greater degrees of sophistication. High school economics should include perspectives from other social sciences, especially history, political science, and geography.

POLITICAL SCIENCE

Knowledge of political science includes understanding political institutions: why they exist, how they function, and how each institution relates to all others. Only with this knowledge can citizens participate effectively and creatively in their political/legal system.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society, as well as in other parts of the world, is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflict and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers. While addressing the persistent issues and social problems encountered in public life, students apply concepts and methods of political science and law.

Elementary Grades
Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. Students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group.

Middle Grades
During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. During these years, children also experience views of citizenship in other times and places through stories and drama. Students expand their abilities to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities.

High School
High school students develop their abilities to understand abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and to participate in the working of the various levels of power, authority, and governance. There should be opportunities to confront such issues as the protection of privacy in the age of computers, electronic surveillance, and medical technology with all of their implications for longevity and quality of life and religious beliefs. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They can learn by experience how to participate in community service and political activities and how to use the democratic process to influence public policy.

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ANTHROPOLOGY, PSYCHOLOGY, and SOCIOLOGY

People operate governments and economies. Anthropology, psychology, and sociology offer distinctive perspectives on the behavior of individuals and the groups in which they live. These social sciences can provide citizens with useful tools for analyzing the motives and activities of the individuals and groups they encounter.

Personal identity is shaped by one's culture, by groups, and by institutional influences. Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Cultures are dynamic and ever-changing. Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Elementary Grades

Young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. They should also have opportunities to explore ways in which institutions such as places of worship or health-care networks are created to respond to changing individual and group needs. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others.

Middle Grades

In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

High School

At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusions, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

SEQUENCE

The sequence for The North Carolina Social Studies Standard Course of Studies defines in general terms the subject matter to be emphasized in social studies at each level. This general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have a good deal of flexibility as they select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. The sequence is recommended in order to avoid overlapping content between grade levels, lack of instructional time for recommended topics, and needless duplication in the use of instructional materials.

Grade K	Self and Family/Families Around the World
Grade 1	Neighborhoods and Communities Around the World
Grade 2	Regional Studies: Local, State, US, and World
Grade 3	Citizenship: People Who Make a Difference
Grade 4	North Carolina Geography and History
Grade 5	United States History, Canada, Mexico, and Central America
Grade 6	South America and Europe
Grade 7	Africa, Asia, and Australia
Grade 8	North Carolina History and Geography
Grade 9 – 12	World History Civics and Economics United States History History and Social Science Electives

SKILLS

Skills in the social studies curriculum are taught within the context of applying knowledge. Authentic application activities promote the practice of skills without interrupting content flow. As students develop increasingly sophisticated and informed concepts and generalizations in social studies, they are provided opportunities to develop and apply appropriate skills that enhance critical thinking processes.

Connection to National Standards

As planning for integrating the teaching and use of social studies skills occurs, it is significant to note that essential skills have been identified by the National Council for the Social Studies, in the National Standards for Civics and Government, in the National Geography Standards, and in the National Content Standards in Economics.

Three strands of essential skills are identified by the National Council for the Social Studies:

- acquiring information;
- organizing and using information; and
- developing interpersonal relationships and social participation.

The National Standards for Civics and Government include intellectual and participatory skills such as:

- influencing policies and decisions by working with others;
- articulating interests and making them known to key decision and policy makers; and
- building coalitions, negotiating, compromising, and seeking consensus.

The National Geography Standards include the following skills:

- asking geographic questions;
- acquiring geographic information;
- organizing geographic information;
- analyzing geographic information; and
- answering geographic questions.

The National Content Standards in Economics include the following skills:

- identifying economic problems, alternatives, benefits, and costs;
- analyzing the incentives at work in an economic situation;
- examining the consequences of changes in economic conditions and public policies;
- collecting and organizing economic evidence; and
- comparing benefits with costs.

Foundation for Skills Development

Mastery of the social studies skills comes only as the result of practice, continued use, and refinement through an integrated historical, social, political, and economic context. Social

studies skills are necessary for the development of social inquiry and rational decision making and must be clearly identified and sequentially developed throughout the K-12 program. The use of critical thinking processes provides a foundation for development of K-12 social studies skills. These critical thinking processes include: classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating.

North Carolina Standard Course of Study Social Studies Skills

The social studies skills include:

- Reading and vocabulary building;
- Using research to gather, synthesize, and report;
- Analyzing, interpreting, creating, and using resources;
- Applying decision making and problem solving techniques; and
- Incorporating technologies.

INTRODUCTION
ELEMENTARY SOCIAL STUDIES (K-5)

The social studies in the elementary grades are crucial if we expect the young people of this state to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills in the early years, it is unlikely that teachers in later years will be successful in preparing them for citizenship in the twenty-first century. The elementary social studies program introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of children and their families, homes, schools, neighborhoods, and communities. In the early years, children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens. Students begin with their familiar environment and advance to families, homes, schools, neighborhoods, and communities in other environments. This approach enhances students' abilities to examine the perspectives of children in other places and times. Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They acquire knowledge of history to understand the present and plan for the future. Social studies at this level provides students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life.

Second graders are ready to learn more about the world in which they live. They begin to learn how important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.

Third graders are ready to learn about historical and contemporary people who made a difference. Students are introduced to people of various races, cultures, and regions who have made a positive contribution to society. Students have the opportunity at this grade to develop an appreciation for history through factual presentations, autobiographical and biographical studies, and historical fiction.

Fourth grade introduces the first formal study of North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographical regions. Historically, the major focus begins with American Indians and moves to colonization and the events leading to the American Revolution. Students discover that North Carolina's changing history is closely related to the physical geography of its three major regions. Students analyze how different groups of people have made use of the land, depending on their skills, technology and values and how the Piedmont, Coastal Plains, and Mountain regions have developed through physical and human interactions.

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Fifth grade presents the development of the United States from colonial beginnings to the present, integrating the neighboring countries of Mexico and Canada, as well as the region of Central America. Students examine the contributions of the different groups that built the American nations. This study includes an introduction to the basic documents of the United States government, especially the Declaration of Independence, the Constitution, and the Bill of Rights, along with the central concepts embedded in democracy. Students learn about the diverse influences of ethnic groups across North America. These include the contributions in the economic, political, scientific, technological, and cultural arenas.

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.

SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

Objectives

1.01 Read for literal meaning.
1.02 Summarize to select main ideas.
1.03 Draw inferences.
1.04 Detect cause and effect.
1.05 Recognize bias and propaganda.
1.06 Recognize and use social studies terms in written and oral reports.
1.07 Distinguish fact and fiction.
1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

Objectives

2.01 Use appropriate sources of information.
2.02 Explore print and non-print materials.
2.03 Utilize different types of technology.
2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
2.05 Transfer information from one medium to another such as written to visual and statistical to written.
2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

Objectives

3.01 Use map and globe reading skills.
3.02 Interpret graphs and charts.
3.03 Detect bias.
3.04 Interpret social and political messages of cartoons.
3.05 Interpret history through artifacts, arts, and media.

SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

Objectives

4.01 Use hypothetical reasoning processes.
4.02 Examine, understand, and evaluate conflicting viewpoints.
4.03 Recognize and analyze values upon which judgments are made.
4.04 Apply conflict resolutions.
4.05 Predict possible outcomes.
4.06 Draw conclusions.
4.07 Offer solutions.
4.08 Develop hypotheses.

SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.

Objectives

5.01 Use word processing to create, format, and produce classroom assignments/projects.
5.02 Create and modify a database for class assignments.
5.03 Create, modify, and use spreadsheets to examine real-world problems.
5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

KINDERGARTEN
SELF AND FAMILY/FAMILIES AROUND THE WORLD

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will investigate how individuals, families, and groups are similar and different.

Objectives

1.01 Describe how individuals are unique and valued.
1.02 Identify different groups to which individuals belong.
1.03 Examine diverse family structures around the world.
1.04 Recognize that families and groups have similarities and differences.
1.05 Compare and contrast customs of families in communities around the world.

COMPETENCY GOAL 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

Objectives

2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
2.02 Participate in democratic decision making.
2.03 Describe the importance of rules and laws.
2.04 Analyze classroom problems and suggest fair solutions.

COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.

Objectives

3.01 Observe and describe how individuals and families grow and change.
3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.

3.03 Observe and summarize changes within communities.
3.04 Recognize changes in the classroom and school environments.

COMPETENCY GOAL 4: The learner will explain celebrated holidays and special days in communities.

Objectives

4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
4.02 Identify religious and secular symbols associated with famous people, holidays, and specials days of diverse cultures.
4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

COMPETENCY GOAL 5: The learner will express basic geographic concepts in real life situations.

Objectives

5.01 Locate and describe familiar places in the home, school, and other environments.
5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.
5.03 Describe the functions of places in the home, school, and other environments.
5.04 Recognize and explain seasonal changes of the environment.
5.05 Identify and state how natural and human resources are used within the community.

COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.

Objectives

6.01 Distinguish between wants and needs.
6.02 Examine the concept of scarcity and how it influences the economy.
6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
6.04 Give examples of how money is used within the communities, such as spending and savings.
6.05 Explore goods and services provided in communities.

COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and the community.

Objectives

7.01 Identify different types of media and forms of communication.
7.02 Explore modes of transportation at home and around the world.
7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.

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FIRST GRADE
NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD

Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will analyze how individuals, families, and groups are similar and different.

Objectives

1.01 Describe the roles of individuals in the family.
1.02 Identify various groups to which individuals and families belong.
1.03 Compare and contrast similarities and differences among individuals and families.
1.04 Explore the benefits of diversity in the United States.

COMPETENCY GOAL 2: The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.

Objectives

2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.
2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.
2.03 Participate in democratic decision-making.
2.04 Recognize the need for rules in different settings.
2.05 Identify the need for fairness in rules by individuals and by people in authority.
2.06 Predict consequences that may result from responsible and irresponsible actions.

COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.

Objectives

3.01 Describe personal and family changes, past, and present.
3.02 Describe past and present changes within the local community.
3.03 Compare and contrast past and present changes within the local community and communities around the world.
3.04 Recognize that members of the community are affected by changes in the community that occur over time.

COMPETENCY GOAL 4: The learner will explain different celebrated holidays and special days in communities.

Objectives

4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.
4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.
4.03 Recognize and describe the historical events associated with national holidays.
4.04 Trace the historical foundations of traditions of various neighborhoods and communities.

COMPETENCY GOAL 5: The learner will express geographic concepts in real life situations.

Objectives

5.01 Locate and describe familiar places in the home, classroom, and school.
5.02 Investigate key features of maps.
5.03 Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.
5.04 Analyze patterns of movement within the community.
5.05 Demonstrate responsibility for the care and management of the environment within the school and community.
5.06 Compare and contrast geographic features of places within various communities.
5.07 Explore physical features of continents and major bodies of water.

COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.

Objectives

6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.
6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.
6.03 Participate in activities that demonstrate the division of labor.
6.04 Explore community services that are provided by the government and other agencies.
6.05 Give examples of the relationship between the government and its people.

6.06 Identify the uses of money by individuals which include saving and spending.
6.07 Recognize that all families produce and consume goods and services.

COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and in the community.

Objectives

7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.
7.02 Describe how communication and transportation link communities.
7.03 Use the computer and other technological tools to gather, organize, and display data.

SECOND GRADE
REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

Strands: Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

Objectives

1.01 Identify and describe attributes of responsible citizenship.
1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.

COMPETENCY GOAL 2: The learner will evaluate relationships between people and their governments.

Objectives

2.01 Identify and explain the functions of local governmental bodies and elected officials.
2.02 Recognize and demonstrate examples of the elective process.
2.03 Describe the interdependence among individuals, families, and the community.
2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.
2.05 Identify examples of responsible citizen participation in society and social environments.

COMPETENCY GOAL 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

3.01 Compare similarities and differences between oneself and others.
3.02 Describe similarities and differences among families in different communities.
3.03 Compare similarities and differences among cultures in various communities.
3.04 Identify multiple roles performed by individuals in their families and communities.
3.05 Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.
3.06 Identify individuals of diverse cultures and describe on their contributions to society.

COMPETENCY GOAL 4: The learner will exhibit an understanding of change in communities over time.

Objectives

4.01 Analyze the effects of change in communities and predict future changes.
4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.
4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

COMPETENCY GOAL 5: The learner will understand the relationship between people and geography in various communities.

Objectives

5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.
5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.
5.03 Compare and contrast the physical features of communities and regions.
5.04 Identify the absolute and relative location of communities.
5.05 Interpret maps, charts, and pictures of locations.
5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

COMPETENCY GOAL 6: The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.

Objectives

6.01 Identify natural resources and cite ways people conserve and replenish natural resources.
6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences.

6.03 Identify means and methods of human movement as they relate to the physical environment.

COMPETENCY GOAL 7: The learner will apply basic economic concepts and evaluate the use of economic resources within communities.

Objectives

7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
7.02 Distinguish between goods produced and services provided in communities.
7.03 Describe different types of employment and ways people earn an income.
7.04 Identify the sources and use of revenue in the community.
7.05 Analyze the changing uses of a community's economic resources and predict future changes.

COMPETENCY GOAL 8: The learner will recognize how technology is used at home, school, and in the community.

Objectives

8.01 Identify uses of technology in communities.
8.02 Explain how technology has affected the world in which we live.
8.03 Interpret data on charts and graphs and make predictions.

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THIRD GRADE
CITIZENSHIP: PEOPLE MAKING A DIFFERENCE

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Objectives:

1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
1.04 Explain the need for leaders in communities and describe their roles and responsibilities.
1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
1.06 Identify selected personalities associated with major holidays and cultural celebrations.

COMPETENCY GOAL 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

Objectives:

2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.

2.02 Analyze similarities and differences among families in different times and in different places.
2.03 Describe similarities and differences among communities in different times and in different places.

COMPETENCY GOAL 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.

Objectives
3.01 Analyze changes, which have occurred in communities past and present.
3.02 Describe how individuals, events, and ideas change over time.
3.03 Compare and contrast the family structure and the roles of its members over time.

COMPETENCY GOAL 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.

Objectives
4.01 Distinguish between various types of maps and globes.
4.02 Use appropriate source maps to locate communities.
4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.
4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.

COMPETENCY GOAL 5: The learner will apply basic economic principles to the study of communities.

Objectives
5.01 Define and identify examples of scarcity.
5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
5.03 Apply concepts of specialization and division of labor to the local community.
5.04 Compare and contrast the division of labor in local and global communities.
5.05 Distinguish and analyze the economic resources within communities.
5.06 Recognize and explain reasons for economic interdependence of communities.
5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

COMPETENCY GOAL 6: The learner will recognize how technology is used at home, school, and in the community.

Objectives
6.01 Describe and assess ways in which technology is used in a community's economy.
6.02 Identify and describe contributions made by community leaders in technology.
6.03 Identify the impact of technological change on communities around the world.

COMPETENCY GOAL 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.

Objectives

7.01 Identify the deeds of local and global leaders.

7.02 Assess the heroic deeds of characters from folktales and legends.

7.03 Explore the role of selected fictional characters in creating new communities.

FOURTH GRADE
NORTH CAROLINA: GEOGRAPHY AND HISTORY

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
1.02 Describe and compare physical and cultural characteristics of the regions.
1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
1.05 Assess human movement as it relates to the physical environment.

COMPETENCY GOAL 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

Objectives

2.01 Locate and describe American Indians in North Carolina, past and present.
2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America..
2.03 Describe the similarities and differences among people of North Carolina, past and present.
2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

COMPETENCY GOAL 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

Objectives

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history.

3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina.

3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

COMPETENCY GOAL 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.

Objectives

4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.

4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.

4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

COMPETENCY GOAL 5: The learner will examine the impact of various cultural groups on North Carolina.

Objectives

5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.

5.02 Describe traditional art music and craft forms in North Carolina.

5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

COMPETENCY GOAL 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

Objectives

6.01 Explain the relationship between unlimited wants and limited resources.
6.02 Analyze the choices and opportunity cost involved in economic decisions.
6.03 Categorize the state's resources as natural, human, or capital.
6.04 Assess how the state's natural resources are being used.
6.05 Recognize that money can be used for spending, saving, and paying taxes.
6.06 Analyze the relationship between government services and taxes.
6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.
6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

COMPETENCY GOAL 7: The learner will recognize how technology influences change within North Carolina.

Objectives

7.01 Cite examples from North Carolina's history of the impact of technology.
7.02 Analyze the effect of technology on North Carolina's citizens, past and present.
7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.
7.04 Analyze the effect of technology on North Carolina citizens today.
7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.

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FIFTH GRADE
UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objectives

1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.

1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.

1.04 Describe the economic and social differences between developed and developing regions in North America.

1.05 Explain how and why population distribution differs within and between countries of North America.

1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.

1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

COMPETENCY GOAL 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.

Objectives

2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.

2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.
2.03 Recognize how the United States government has changed over time.
2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.
2.05 Assess the role of political parties in society.
2.06 Explain the role of public education in the United States.
2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.
2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objectives

3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
3.03 Identify examples of cultural interaction within and among the regions of the United States.
3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.
3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.
3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.
3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

4.01 Define the role of an historian and explain the importance of studying history.
4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.
4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.

4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.

4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.

Objectives

5.01 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.

5.02 Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.

5.03 Assess economic institutions in terms of how well they enable people to meet their needs.

5.04 Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.

5.05 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.

5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.

5.07 Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.

5.08 Cite examples of surplus and scarcity in the American market and explain the economic effects.

COMPETENCY GOAL 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.

Objectives

6.01 Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.

6.02 Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.

6.03 Forecast how technology can be managed to have the greatest number of people enjoy the benefits.

6.04 Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.

6.05 Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America.

6.06 Predict future trends in technology management that will benefit the greatest number of people.

INTRODUCTION
MIDDLE SCHOOL SOCIAL STUDIES (6–8)

Students in the middle-level social studies program continue the geographic study of world regions as they examine South America in the Western Hemisphere and Europe, Africa, Asia and Australia in the Eastern Hemisphere. They also engage in an historical study of the creation and development of the state of North Carolina. In the process, students continue the development of basic concepts taken from history, geography, and the other social science disciplines.

The middle-level studies of South America, Europe, Africa, and Asia complete the study of the state, nation, and world begun in grade four. These studies are designed to allow students to examine societies dissimilar to their own in such a way as to broaden their understanding of people and places in an increasingly interdependent world. Students examine areas of the world having the longest record of human habitation and the richest diversity of human experience. These are regions within which the vast majority of the world's people live and regions that possess some of the world's most valuable resources. Students build on the concepts and generalizations developed in earlier grades as they learn about the peoples of South America, Europe, Africa, Asia, and Australia and the physical environments in which they live. They examine the social, economic, and political institutions in societies on these continents, as well as their interactions over time.

The study of history in grades six and seven provides a context for understanding how societies have changed over time and the contributions each has made. In grade eight, the formal study of history builds on geographic understandings as North Carolina's development is placed in an historical perspective, concentrating on the Revolutionary Period through modern times. Students examine the role of people, events, and issues in North Carolina history that have contributed to the unique character of the state today.

Recognizing that an "effective social studies program must be appropriate to the social-emotional needs as well as intellectual characteristics of adolescents," the middle level social studies program enables students to investigate and respond thoughtfully to questions about their world today. It reflects their emerging curiosity about the world, its peoples and life in general and encourages the transition from concrete to abstract thinking. It includes the familiar in its close examination of the historical development of the state of North Carolina as well as opportunities to "explore, experience and develop a purposeful sense of the world."[1]

[1] Tedd Levy. Social Studies in the Middle School. 1991.

SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

Objectives

1.01 Read for literal meaning.
1.02 Summarize to select main ideas.
1.03 Draw inferences.
1.04 Detect cause and effect.
1.05 Recognize bias and propaganda.
1.06 Recognize and use social studies terms in written and oral reports.
1.07 Distinguish fact and fiction.
1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

Objectives

2.01 Use appropriate sources of information.
2.02 Explore print and non-print materials.
2.03 Utilize different types of technology.
2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
2.05 Transfer information from one medium to another such as written to visual and statistical to written.
2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

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SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

Objectives

3.01 Use map and globe reading skills.
3.02 Interpret graphs and charts.
3.03 Detect bias.
3.04 Interpret social and political messages of cartoons.
3.05 Interpret history through artifacts, arts, and media.

SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

Objectives

4.01 Use hypothetical reasoning processes.
4.02 Examine, understand, and evaluate conflicting viewpoints.
4.03 Recognize and analyze values upon which judgments are made.
4.04 Apply conflict resolutions.
4.05 Predict possible outcomes.
4.06 Draw conclusions.
4.07 Offer solutions.
4.09 Develop hypotheses.

SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.

Objectives

5.01 Use word processing to create, format, and produce classroom assignments/projects.
5.02 Create and modify a database for class assignments.
5.03 Create, modify, and use spreadsheets to examine real-world problems.
5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

SIXTH GRADE
SOUTH AMERICA AND EUROPE

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of North Carolina and the United States by considering, comparing, and connecting those studies to the study of South America and Europe, including Russia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.

Objectives

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe.

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them.

COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of South America and Europe.

Objectives

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.

COMPETENCY GOAL 3: The learner will analyze the impact of interactions between humans and their physical environments in South America and Europe.

Objectives

3.01 Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.

3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effects on human activities.

COMPETENCY GOAL 4: The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.

Objectives

4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic, political and social development of cultures and regions.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.

COMPETENCY GOAL 5: The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources.

Objectives

5.01 Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.

5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs.

5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of South America and Europe.

5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

COMPETENCY GOAL 6: The learner will recognize the relationship between economic activity and the quality of life in South America and Europe.

Objectives

6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.

6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of South America and Europe.

6.03 Describe the effects of over-specialization and assess their impact on the standard of living.

COMPETENCY GOAL 7: The learner will assess connections between historical events and contemporary issues.

Objectives

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in South America and Europe.

Objectives

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.

8.02 Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.

8.03 Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.

COMPETENCY GOAL 9: The learner will analyze the different forms of government developed in South America and Europe.

Objectives

9.01 Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.

9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.

9.03 Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.

9.04 Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

COMPETENCY GOAL 10: The learner will compare the rights and civic responsibilities of individuals in political structures in South America and Europe.

Objectives

10.01 Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time.

10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.

10.03 Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States.

10.04 Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare.

COMPETENCY GOAL 11: The learner will recognize the common characteristics of different cultures in South America and Europe.

Objectives

11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.

11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.

11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe.

Objectives

12.01 Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.

12.02 Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.

12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.

COMPETENCY GOAL 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, South America, and Europe.

Objectives

13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.

13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures.

SEVENTH GRADE
AFRICA, ASIA, AND AUSTRALIA

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.

Objectives

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences.

COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Africa, Asia, and Australia.

Objectives

2.01 Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected African, Asian and Australian regions.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia.

COMPETENCY GOAL 3: The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.

Objectives

3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.

3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities.

COMPETENCY GOAL 4: The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia.

Objectives

4.01 Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.

COMPETENCY GOAL 5: The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources.

Objectives

5.01 Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.

5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs.

5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.

5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

COMPETENCY GOAL 6: The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.

Objectives

6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.

6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.

6.03 Describe the effects of over-specialization and evaluate their impact on the standard of living.

COMPETENCY GOAL 7: The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.

Objectives

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

7.02 Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.

COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.

Objectives

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.

8.02 Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.

8.03 Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.

COMPETENCY GOAL 9: The learner will analyze the different forms of government developed in Africa, Asia, and Australia.

Objectives

9.01 Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.

9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each.

9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.

9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

COMPETENCY GOAL 10: The learner will compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia.

Objectives

10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.

10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.

10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.

10.04 Examine the rights, roles, and status of individuals in selected cultures of Africa, Asia, and Australia, and assess their importance in relation to the general welfare.

COMPETENCY GOAL 11: The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia.

Objectives

11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.

11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.

11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia.

Objectives

12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.

12.02 Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.

12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.

COMPETENCY GOAL 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia.

Objectives

13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities.

13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.

13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia, and assess the effects on local, state, regional, and national economies and cultures.

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EIGHTH GRADE
NORTH CAROLINA: CREATION AND DEVELOPMENT OF THE STATE

Eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. Building on the fourth grade introduction, the time frame for this course emphasizes revolutionary to contemporary times. The organization is primarily chronological and reference is made to the key national phenomena that impacted North Carolina throughout these periods. Although the value and methods of historical study as a way of learning about people are stressed, key concepts of geography, civics, and economics are incorporated throughout the course for a fuller understanding of the significance of the people, events, and issues. Inherent to the study of North Carolina history is a continuing examination of local, state, and national government structures.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

Objectives

1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.

1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.

1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.

1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.

1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.

1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.

1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

COMPETENCY GOAL 2: The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.

Objectives

2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.

2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.

2.03 Examine the role of North Carolina in the Revolutionary War.

2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.

2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.

COMPETENCY GOAL 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.

Objectives

3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.

3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.

3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.

3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.

3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.

3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.

3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.

3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.

COMPETENCY GOAL 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.

Objectives

4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.

4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.

4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.

4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.

4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.

COMPETENCY GOAL 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.

Objectives

5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.

5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.

5.03 Describe the social, economic, and political impact of migration on North Carolina.

5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.

5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.

5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.

COMPETENCY GOAL 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

Objectives

6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.

6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.

6.03 Examine the significance of key ideas and individuals associated with World War II.

6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.

COMPETENCY GOAL 7: The learner will analyze changes in North Carolina during the postwar period to the 1970's.

Objectives

7.01 Analyze the extent and significant of economic changes in North Carolina.

7.02 Evaluate the importance of social changes to different groups in North Carolina.

7.03 Assess the influence of technological advances on economic development and daily life.

7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.

7.05 Evaluate the major changes and events that have effected the roles of local, state, and national governments.

COMPETENCY GOAL 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.

Objectives

8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.

8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.

8.03 Describe the impact of state and national issues on the political climate of North Carolina.

8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

COMPETENCY GOAL 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Objectives

9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.

9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.

9.03 Describe opportunities for and benefits of civic participation.

INTRODUCTION
SECONDARY SOCIAL STUDIES (9-12)

At the secondary level, grades 9–12, students expand their understanding of history and the social sciences. Following the geographic and historic perspectives of the elementary and middle grades, the secondary social studies program builds upon the study of North Carolina at grades four and eight, the United States at grade five, and the cultural geographic study of the world in grades five, six, and seven. The secondary level moves to a formal study of world and United States history; links civics and economics in a course intended to provide students with the knowledge, skills, and attitudes to enter effectively into adult citizenship; and suggests a variety of social studies electives.

While we cannot predict what specific knowledge and behavior will be in demand as we venture in the twenty-first century, through social studies we can concentrate on educating citizens who will be scholarly, exercise leadership, and support democratic ideals. We can prepare our students for a post secondary world, be it continued schooling or the workforce.

The secondary level content sequence outlined is recommended, not required; however, there is a solid rationale for the specific suggested sequences. Concepts, skills, and generalizations developed in K–8 lead to a study of the world, with history as the lead discipline. As students proceed from the study of *World History* through the study of *Civics and Economics*, concepts and generalizations develop the foundation for and contribute to more in-depth study of *United States History* and the responsibilities of effective citizenship.

Local school systems or individual schools may choose to vary the sequence for compelling reasons; however, consideration should be given to the impact of these changes on subsequent courses. If variations are made to accommodate students' needs, instructional approaches, and scheduling decisions, the integrity of the content should be maintained.

World History

The studies of *World History* in high school builds on the knowledge students have gained in the cultural geographic studies in grades five, six, and seven. Students emerge from a cultural geographic approach of the world to a more formal historical approach. *World History* examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. *World History*, recommended for grade nine, establishes the basis for the founding principles of the United States political and economic systems and democratic processes.

Civics and Economics

Through the study of *Civics and Economics*, students consider political, governmental, and legal topics that engage them in examining the legal and political systems of our society, and the basic economic concepts, economic institutions, as well as reasoned approaches for analyzing

economic problems, actions, and policies. Basic foundations in civics, government, and economics begin with and continue throughout the K–9 social studies program. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and localities. It empowers students to become politically and economically active and responsible citizens of the twenty-first century. *Civics and Economics,* recommended for grade ten, develops the foundations for *United States History* by examining the early historical period of the nation, its founding documents, the Federalist Papers, and the formation of the United States as a nation state.

United States History

The study of *United States History* in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of *World History* will enable students to place the United States in a world context. The economic and political perspectives and historical foundations gained from the study of *Civics and Economics* will prepare students for the examination of our nation's history. Given these foundational studies, it is appropriate that this high school course, *United States History,* emphasizes the economic, social, and political developments of the nation state up to and including the twentieth century. The study of our nation's history concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the memorization of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history."

Electives

The elective program consists of well-balanced offerings in history and the social sciences. The elective courses are designed to provide opportunities for pursuing areas of special interest, for preparation of advanced studies, and for completing high school graduation requirements. Elective courses may vary in length; some may be year-long courses, while others may be one-semester courses.

SOCIAL STUDIES SKILL COMPETENCY GOALS: K-12

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

It is important that students be exposed to a continuum of skill development from kindergarten through grade twelve. As they encounter and reencounter these core skills in a variety of environments and contexts that are intellectually and developmentally appropriate, their competency in using them increases.

SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

Objectives

1.01 Read for literal meaning.
1.02 Summarize to select main ideas.
1.03 Draw inferences.
1.04 Detect cause and effect.
1.05 Recognize bias and propaganda.
1.06 Recognize and use social studies terms in written and oral reports.
1.07 Distinguish fact and fiction.
1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

Objectives

2.01 Use appropriate sources of information.
2.02 Explore print and non-print materials.
2.03 Utilize different types of technology.
2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.
2.05 Transfer information from one medium to another such as written to visual and statistical to written.
2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

SKILL COMPETENCY GOAL 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

Objectives

3.01 Use map and globe reading skills.
3.02 Interpret graphs and charts.
3.03 Detect bias.
3.04 Interpret social and political messages of cartoons.
3.05 Interpret history through artifacts, arts, and media.

SKILL COMPETENCY GOAL 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

Objectives

4.01 Use hypothetical reasoning processes.
4.02 Examine, understand, and evaluate conflicting viewpoints.
4.03 Recognize and analyze values upon which judgments are made.
4.04 Apply conflict resolutions.
4.05 Predict possible outcomes.
4.06 Draw conclusions.
4.07 Offer solutions.
4.08 Develop hypotheses.

SKILL COMPETENCY GOAL 5: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.

Objectives

5.01 Use word processing to create, format, and produce classroom assignments/projects.
5.02 Create and modify a database for class assignments.
5.03 Create, modify, and use spreadsheets to examine real-world problems.
5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

NINTH GRADE
WORLD HISTORY

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.[2] An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics* and *United States History*.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: Historical Tools and Practices - The learner will identify, evaluate, and use the methods and tools valued by historians, compare the views of historians, and trace the themes of history.

Objectives

1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.

1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.

1.03 Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.

1.04 Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.

1.05 Trace major themes in the development of the world from its origins to the rise of early civilizations.

1.06 Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

[2] This World History course can be taught (1) in order of the goals, (2) chronologically, or (3) thematically.

COMPETENCY GOAL 2: Emerging Civilizations - The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.

Objectives

2.01 Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.

2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.

2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.

2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.

2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.

2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.

2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Namibia, and Songhai.

2.08 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch including, but not limited to, the Aztecs, Incas, and Mayas.

COMPETENCY GOAL 3: Monarchies and Empires - The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.

Objectives

3.01 Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.

3.02 Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.

3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.

3.04 Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.

3.05 Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.

3.06 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.

3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

COMPETENCY GOAL 4: Revolution and Nationalism - The learner will assess the causes and effects of movements seeking change, and will evaluate the sources and consequences of nationalism.

Objectives

4.01 Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.

4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.

4.03 Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions in areas such as the Balkans, France, Germany, and Italy.

4.04 Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.

4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.

COMPETENCY GOAL 5: Global Wars - The learner will analyze the causes and results of twentieth century conflicts among nations.

Objectives

5.01 Analyze the causes and course of World War I and assess its consequences.

5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.

5.03 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.

5.04 Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.

5.05 Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

COMPETENCY GOAL 6: Patterns of Social Order - The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.

Objectives

6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.

6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.

6.03 Trace the changing definitions of citizenship and the expansion of suffrage.

6.04 Relate the dynamics of state economies to the well being of their members and to changes in the role of government.

6.05 Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.

6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

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COMPETENCY GOAL 7: Technology and Changing Global Connections - The learner will consider the short- and long-term consequences of the development of new technology.

Objectives

7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change.

7.02 Examine the causes and effects of scientific revolutions and cite their major costs and benefits.

7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.

7.04 Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.

COMPETENCY GOAL 8: Patterns of History - The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.

Objectives

8.01 Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.

8.02 Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.

8.03 Classify within the broad patterns of history those events that may be viewed as turning points.

8.04 Characterize over time and place the interactions of world cultures.

8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.

8.06 Analyze the meanings of "civilization" in different times and places and demonstrate how such meanings reflect the societies of which they are a part.

TENTH GRADE
CIVICS AND ECONOMICS

Through the study of *Civics and Economics*, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for *United States History*. It is recommended that this tenth grade course, *Civics and Economics,* directly precede the eleventh grade *United States History* survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.

Objectives:

1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.
1.02 Trace and analyze the development of ideas about self-government in British North America.
1.03 Examine the causes of the American Revolution.
1.04 Elaborate on the emergence of an American identity.
1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.
1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.
1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.
1.08 Compare the American system of government to other forms of government.

COMPETENCY GOAL 2: The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.

Objectives:

2.01 Identify principles in the United States Constitution.

2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.

2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies.

2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes.

2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.

2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.

2.07 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.

2.08 Examine taxation and other revenue sources at the national level of government.

2.09 Describe the services provided by selected government agencies and how funding is provided.

COMPETENCY GOAL 3: The learner will analyze how state and local government is established by the North Carolina Constitution.

Objectives:

3.01 Identify the principles in the North Carolina Constitution and local charters.

3.02 Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.

3.03 Explain how the state constitution grants and limits the authority of public officials and government agencies.

3.04 Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.

3.05 Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.

3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.

3.07 Identify modern controversies related to powers of the state government.

3.08 Examine taxation and other revenue sources at the state and local level.

3.09 Describe the services provided by state and local government agencies and how funding is provided.

COMPETENCY GOAL 4: The learner will explore active roles as a citizen at the local, state, and national levels of government.

Objectives:

4.01 Examine the structure and organization of political parties.
4.02 Describe the election process and the qualifications and procedures for voting.
4.03 Analyze information on political issues and candidates seeking political office.
4.04 Demonstrate active methods of promoting and inhibiting change through political action.
4.05 Analyze consequences of compliance or noncompliance with laws governing society.
4.06 Describe the benefits of civic participation.
4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.
4.08 Participate in civic life, politics, and /or government.
4.09 Utilize various methods of resolving conflicts.

COMPETENCY GOAL 5: The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.

Objectives

5.01 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
5.02 Identify the jurisdiction of state and federal courts.
5.03 Describe the adversarial nature of the judicial process.
5.04 Evaluate the role of debate and compromise in the legislative process.
5.05 Explain how local government agencies balance interest and resolve conflicts.
5.06 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.

COMPETENCY GOAL 6: The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.

Objectives

6.01 Trace the development of law in American society.
6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.
6.03 Identify the various procedures in the enactment, implementation, and enforcement of law.
6.04 Identify ways citizens can be informed about the laws.
6.05 Investigate the role and responsibility of government to inform the citizenry.
6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.
6.07 Compare responsibilities, jurisdictions, and methods of law enforcement agencies.
6.08 Evaluate methods used by society to address criminal and anti-social behaviors.

COMPETENCY GOAL 7: The learner will investigate how and why individuals and groups make economic choices.

Objectives

7.01 Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.
7.02 Explain how scarcity influences producers and consumers to make choices.
7.03 Compare examples of tradeoffs and opportunity costs of economic choices.
7.04 Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.
7.05 Explain the impact of investment on human, capital, productive, and natural resources.
7.06 Compare and contrast how different economic systems address key economic factors.

COMPETENCY GOAL 8: The learner will analyze features of the economic system of the United States.

Objectives

8.01 Compare characteristics of command, market, traditional, and mixed economies.
8.02 Describe how the free enterprise system encourages private ownership of property and promote individual initiative.
8.03 Explain the circular flow of economic activities and how interactions determine the prices of goods and services.
8.04 Illustrate how supply and demand affects prices.
8.05 Predict how prices change when there is either a shortage or surplus.
8.06 Explain how changes in the level of competition can affect price and output levels.
8.07 Identify and describe the roles and functions of various economic institutions and business organizations.
8.08 Evaluate the investment decisions made by individuals, businesses, and the government.
8.09 Describe the role of money in trading, borrowing, and investing.

COMPETENCY GOAL 9: The learner will analyze factors influencing the United States economy.

Objectives

9.01 Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.
9.02 Describe the impact of government regulation on specific economic activities.
9.03 Explain the impact of the movement of human and capital resources on the United States economy.
9.04 Assess how current events impact decisions made by consumers, producers, and government policy makers.

9.05 Explain the impact on the United States economy of international trade and global products.
9.06 Investigate the ways that domestic and international economies are interdependent.
9.07 Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.
9.08 Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.

COMPETENCY GOAL 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Objectives

10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.
10.02 Develop, defend, and evaluate positions on issues regarding diversity in American life.
10.03 Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.
10.04 Demonstrate characteristics of effective citizenship.
10.05 Describe examples of recurring public problems and issues.
10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.

ELEVENTH GRADE
UNITED STATES HISTORY

The study of *United States History* in the eleventh grade is designed as a survey course and a continuation of the *Civics and Economics* curriculum. After the study of *Civics and Economics*, this survey course will begin with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.

The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

Strands: Geographic Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.

Objectives

1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.

1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.

1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.

COMPETENCY GOAL 2: Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.

Objectives

2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.

2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.

2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.

2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.
2.05 Identify the major reform movements and evaluate their effectiveness.
2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.

COMPETENCY GOAL 3: Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.

Objectives

3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
3.02 Analyze and assess the causes of the Civil War.
3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.
3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.
3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.

COMPETENCY GOAL 4: The Great West and the Rise of the Debtor (1860s-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.

Objectives

4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.
4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.
4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.

COMPETENCY GOAL 5: Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.

Objectives

5.01 Evaluate the influence of immigration and rapid industrialization on urban life.
5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.
5.03 Assess the impact of labor unions on industry and the lives of workers.
5.04 Describe the changing role of government in economic and political affairs.

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COMPETENCY GOAL 6: The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power.

Objectives

6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.

6.02 Identify the areas of United States military, economic, and political involvement and influence.

6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.

COMPETENCY GOAL 7: The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period.

Objectives

7.01 Explain the conditions that led to the rise of Progressivism.

7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.

7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.

7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.

COMPETENCY GOAL 8: The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920's.

Objectives

8.01 Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.

8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict.

8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations.

COMPETENCY GOAL 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties."

Objectives

9.01 Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.

9.02 Analyze the extent of prosperity for different segments of society during this period.

9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.
9.04 Describe challenges to traditional practices in religion, race, and gender.
9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

COMPETENCY GOAL 10: World War II and the Beginning of the Cold War (1930s-1963) - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades.

Objectives

10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.
10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.
10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.
10.04 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.
10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.

COMPETENCY GOAL 11: Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.

Objectives

11.01 Describe the effects of the Cold War on economic, political, and social life in America.
11.02 Trace major events of the Civil Rights Movement and evaluate its impact.
11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.
11.04 Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.
11.05 Examine the impact of technological innovations that have impacted American life.
11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.

COMPTENCY GOAL 12: The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.

Objectives

12.01 Summarize significant events in foreign policy since the Vietnam War.

12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.
12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.
12.04 Identify and assess the impact of social, political, and cultural changes in the United States.
12.05 Assess the impact of growing racial and ethnic diversity in American society.
12.06 Assess the impact of twenty-first century terrorist activity on American society.

AFRICAN AMERICAN STUDIES

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history.

Strands: Critical Thinking Skills; Reading and Listening; Culture, Time and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Social Issues; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society, Global Connections; Civic Ideals and Practices

COMPETENCY GOAL 1: The learner will assess the influence of geography on the economic, political, and social development of slavery in the United States.

Objectives

1.01 Analyze the economic, political, and social reasons for focusing the slave trade on Africa.
1.02 Analyze the role of geography on the growth and development of slavery.
1.03 Assess the impact of the slave trade on Africa and the colonies.
1.04 Investigate the Middle Passage as one of the largest forced migrations in human history.

COMPETENCY GOAL 2: The learner will develop an understanding of the justifications and ramifications of slavery between 1619 and 1860.

Objectives

2.01 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery.
2.02 Discuss and evaluate the various ways Africans in America resisted slavery.
2.03 Analyze the role of African Americans in the development of the United States as a new nation.
2.04 Assess the role slavery played in the development of nationalism and sectionalism.
2.05 Trace the development of the abolitionist movement and its impact on slavery and the nation.

COMPETENCY GOAL 3: The learner will demonstrate an understanding of African American life and cultural contributions through 1860.

Objectives

3.01 Compare and contrast African American urban and rural communities in the North and the South.

3.02 Discuss and analyze the black family in antebellum America.

3.03 Trace the development of African American institutions such as religion, education, and benevolent organizations.

3.04 Identify the contributions of African Americans in science and the arts.

COMPETENCY GOAL 4: The learner will analyze the roles of African Americans during the Civil War and Reconstruction.

Objectives

4.01 Evaluate President Lincoln's changing position on African Americans.

4.02 Identify the roles of black soldiers, spies, and slaves to the war effort in both the North and the South.

4.03 Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.

4.04 Analyze the successes and failures of Reconstruction.

COMPETENCY GOAL 5: The learner will examine the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.

Objectives

5.01 Assess the economic impact of Jim Crow laws on African Americans.

5.02 Investigate the legal ramifications of segregation laws and court decisions on American society.

5.03 Compare and contrast the political movements that developed in response to Jim Crow laws including, but not limited to, the Niagara Movement, the NAACP, the Urban League, and the Anti-Lynching Crusade.

5.04 Compare and contrast the African American political and legal personalities of the time period and their impact on American society.

5.05 Evaluate the economic, cultural, political, and social impact of African American migration within and from the South.

5.06 Describe the impact of black regiments on the western campaigns, the Spanish American War, and World War I.

COMPETENCY GOAL 6: The learner will analyze the cultural contributions made by African Americans during the Harlem Renaissance.

Objectives

6.01 Assess the literary contributions made by African Americans.

6.02 Describe the contributions of African Americans to dance and music.

6.03 Identify the contributions of African Americans in the visual arts.

6.04 Evaluate the impact of the black media on American life.

6.05 Analyze the reactions of Americans to the Harlem Renaissance.

COMPETENCY GOAL 7: The learner will assess the plight of African Americans during the Great Depression and World War II.

Objectives

7.01 Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.
7.02 Evaluate the continued quest for civil rights in America.
7.03 Describe the effects of black "pop" culture of the 1930's and 1940's.
7.04 Analyze the impact of racism in America during World War II.
7.05 Describe and evaluate the contributions of African Americans during World War II.
7.06 Explain how World War II laid the groundwork for the modern Civil Rights Movement.

COMPETENCY GOAL 8: The learner will analyze the successes and failures of the Civil Rights Movement in the United States.

Objectives

8.01 Explain how legal victories prior to 1954 gave impetus to the Civil Rights Movement.
8.02 Describe the impact of *Brown v. Board of Education of Topeka, Kansas* and evaluate the resistance and reaction to it.
8.03 Define various methods used to obtain civil rights.
8.04 Identify various organizations and their role in the Civil Rights Movement.
8.05 Assess the extent to which the Civil Rights Movement transformed American politics and society.
8.06 Determine the impact of the Vietnam War on the Civil Rights Movement.

COMPETENCY GOAL 9: The learner will acquire an understanding of the issues confronting contemporary African Americans in the continuing struggle for equality.

Objectives

9.01 Identify and analyze how the changing political environment has impacted civil rights.
9.02 Describe how African Americans have responded to political conservatism.
9.03 Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America.
9.04 Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime.
9.05 Analyze the impact of immigration and migration on the lives of African Americans in contemporary America.
9.06 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general.

AMERICAN GOVERNMENT

American Government is designed for students to further the study of our political and legal systems. It begins with an in-depth look at the United States Constitution. Students will further examine the historical beginnings of our governmental framework and analyze the intentions of our Founding Fathers. On both national and state levels, major institutions such as legislative bodies, executive officials, and judicial levels of courts are studied. Other topics that play a pivotal role in governmental decisions today – political parties, public opinion, private interest groups, relationships with foreign governments, etc.- are included in this study.

Access to primary sources, current events, and modern technological resources are suggested for this course. As a result of this course, it is anticipated that students will broaden their civic participation.

Strands: Political Systems, Legal Processes, Civic Participation, Decision-Making, Problem Solving, Processing Information

COMPETENCY GOAL 1: The learner will identify the basic foundations of the American political system and assess major changes that have occurred.

Objectives

1.01 Recognize important European influences on the development of the American governmental system.
1.02 Identify fundamentals of the United States Constitution and changes made over time.
1.03 Distinguish between federal and state powers as established in the United States Constitution.
1.04 Analyze the intent of the Founding Fathers in the creation of our early documents.
1.05 Analyze the influences of the early documents on our present plan of government.

COMPETENCY GOAL 2: The learner will display knowledge of the basic functions and structures of the American political system at the local, state, and federal levels.

Objectives

2.01 Identify the similarities and differences in the functions of government at each level.
2.02 Differentiate between enumerated, reserved, and concurrent powers.
2.03 Evaluate examples of separation of powers and the system of checks and balances.
2.04 Analyze between local, state, and federal governmental enforcement powers on decisions and policies.
2.05 Assess legislative, executive, and judicial activities at the state and national levels.

COMPETENCY GOAL 3: The learner will examine the role and analyze the influence of political parties in the American political process.

Objectives:

3.01 Explore the early development of political parties and their impact on political parties today.
3.02 Examine the two-party system.
3.03 Evaluate the creation of third parties in American politics and their effect on political outcomes.
3.04 Analyze the reasons for non-political participation.

COMPETENCY GOAL 4: The learner will explain the creation of political interest groups and their influence on the political process.

Objectives:

4.01 Pose rationales for the formation of political interest groups.
4.02 Evaluate various lobbying techniques for their legal, ethical, and practical uses.
4.03 Differentiate between the pros and cons of political action groups system.

COMPETENCY GOAL 5: The learner will examine the basic concepts and practices of the state and national judicial systems.

Objectives:

5.01 Differentiate between the national and state court systems.
5.02 Identify the legal rights of American citizens according to the Bill of Rights.
5.03 Distinguish between civil and criminal law.
5.04 Construct the steps in the legal process.
5.05 Examine and pose solutions to legal problems in the United States.

COMPETENCY GOAL 6: The learner will analyze the basic rights and responsibilities of citizenship.

Objectives:

6.01 Explain the rights guaranteed to citizens in both the United States and North Carolina Constitutions.
6.02 Differentiate between the legal and ethical responsibilities of citizenship.
6.03 Determine processes that influence civic issues and public actions.

COMPETENCY GOAL 7: The learner will analyze relationships between the American political system and the international political systems.

Objectives:

7.01 Identify and assess the impact of major American foreign and trade policies.
7.02 Analyze the reasons for change in international relationships throughout history.
7.03 Interpret the influence of American and foreign leadership on international issues.

COMPETENCY GOAL 8: The learner will examine contemporary issues in public policy.

Objectives:

8.01 Develop a definition for public policy.

8.02 Explore the relationship between technological advances and its implications for public policy.

8.03 Analyze the changing dynamics of citizens' rights.

AMERICAN INDIAN STUDIES

American Indian Studies introduces students to the diverse history and culture of American Indians, beginning with life prior to Columbus. Important issues American Indians have faced from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in America's oldest and continuous civilizations and cultures with a focus on American Indians of North Carolina.

Strands: American Indian History; American Indian Culture; American Indian Contemporary Issues; Geographic Relationships; Culture, Time and Change; People, Place and Environments; Social Issues, Civic Ideals and Practices; Power, Authority and Governance

COMPETENCY GOAL 1: The learner will examine American Indian life prior to the arrival of Columbus.

Objectives

1.01 Describe the Paleo-Indian, Archaic, Woodland, and Mississippian phases of American Indian prehistory.
1.02 Explain the technological changes which occurred during prehistory.
1.03 Describe the lifestyles of American Indians in prehistory such as subsistence, settlement patterns, and social organization.
1.04 Describe the adaptations of American Indians to local environments.
1.05 Identify how North Carolina fits in the larger prehistoric context, including regional studies of archaeological sites.

COMPETENCY GOAL 2: The learner will analyze the historical developments that characterize Native American life in the period prior to the Civil War.

Objectives

2.01 Explain the effects of contact and conflict between American Indians and Europeans.
2.02 Assess the impact of exploration and colonization of the Americas by Spain, France, England, and other European powers.
2.03 Demonstrate an understanding of the impact on North Carolina tribes of the events of this period, such as the Tuscarora War and the disenfranchisement of the states' American Indians in 1835.
2.04 Assess the impact of the major events of the period including, but not limited to, the Iroquois Confederacy and the Great Law of Peace; the removal of American Indians from the East; and the participation of American Indians in the Civil War.
2.05 Describe colonial and federal treaty relationships with American Indians.
2.06 Identify the major American Indian leaders, male and female, of this period, and explain their significance in the development of U. S. history.

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COMPETENCY GOAL 3: The learner will analyze the historical developments that characterize Native American life in the period from the Civil War to the present.

Objectives

3.01 Describe the conflicts between American Indians and Europeans after the Civil War, with special focus on westward expansion and its effects on Indian land.

3.02 Identify and explain the major events of the period including, but not limited to, the Apache Wars, the Flight of the Nez Perce, the Long Walk of the Navajo, Custer's Defeat, Wounded Knee (1890), the Trail of Broken Treaties, the Occupation of Alcatraz, and the Seizure of Wounded Knee (1973).

3.03 Describe the federal policies, which impacted American Indians, such as forced assimilation, allotment, federal boarding schools, compensation termination, relocation, and tribal self-determination.

3.04 Describe the involvement of North Carolina tribes in the events of this period, including but not limited to the Lowrie War, the establishment of all-Indian schools in the state's tribal communities, and the establishment of the North Carolina Commission of Indian Affairs.

3.05 Identify the major American Indian leaders, male and female, of this period, and explain their significance to U. S. history.

COMPETENCY GOAL 4: The learner will investigate the diversity of American Indian tribal cultures.

Objectives

4.01 Identify and describe significant characteristics of major cultural areas of North American Indians.

4.02 Compare and contrast American Indian language families, such as Iroquoian, Algonkian, and Siouan.

4.03 Demonstrate a general knowledge of American Indian art, music and spirituality, including the modern day powwow.

4.04 Explain the connection between American Indian kinship and family structures.

4.05 Compare the worldviews of American Indians and mainstream society, such as concept of time, relationship to the natural universe, and circularity versus linearity.

4.06 Describe the traditional and contemporary cultural characteristics of North Carolina tribes.

COMPETENCY GOAL 5: The learner will analyze contemporary issues that face American Indians.

Objectives

5.01 Analyze the major socio-cultural issues of concern to American Indians, including cultural identity, stereotypes, and relations with non-Indians.

5.02 Analyze the major political issues of concern to American Indians including tribal sovereignty; land, water, hunting and fishing rights; and relationships with federal and state governments.

5.03 Explore the major issues of spirituality which concern American Indians including religious freedom, the Native American Church, protection of sacred sites, and repatriation.

5.04 Identify major health issues of concern to American Indians including, but not limited to, diabetes, hypertension, asthma, and substance abuse and analyze their impact on American Indians.

5.05 Discuss the contemporary issues that affect North Carolina Indian tribes.

CONTEMPORARY ISSUES IN NORTH CAROLINA HISTORY

Students in this elective course focus on contemporary issues that are affecting North Carolina and its citizens. It is an open-ended course with the emphasis on acquiring information from a variety of sources, analyzing, and hypothesizing about the direction of North Carolina's future. Students engage themselves in issues and also become actively engaged through community and state participation.

Strands: Government, Economics, Education, Diversity, Agriculture, Environment, General Welfare, Technology, and Civic Involvement

COMPETENCY GOAL 1: The learner will explore environment issues affecting North Carolina.

Objectives

1.01 List current environmental issues in North Carolina.
1.02 Trace the origin of environmental problems and concerns.
1.03 Discuss the impact environmental problems have on the citizens of North Carolina.
1.04 Analyze the economic and political impact caused by environmental problems.

COMPETENCY GOAL 2: The learner will evaluate North Carolina's educational system as related to current concerns.

Objectives

2.01 Identify current problems impacting North Carolina's educational system.
2.02 Analyze the legal and economic impact of recent court cases on education.
2.03 Analyze the implications of recent laws on public and charter schools.
2.04 Assess the impact of school accountability and the ABC program on public education.
2.05 Trace the history and future implications of educational funding.

COMPETENCY GOAL 3: The learner will analyze diversity in North Carolina and hypothesize future problems and solutions.

Objectives

3.01 Explore the diverse populations in North Carolina.
3.02 Assess the needs, problems, and concerns of diverse groups.
3.03 Analyze the impact immigration and migration has on North Carolina's economy.
3.04 Identify organizations designed to assist diverse groups and analyze their effectiveness.
3.05 Strategize various methods and types of assistance for involvement of students.

COMPETENCY GOAL 4: The learner will examine the state of North Carolina's economy and consider ways to improve current conditions.

Objectives

4.01 Compare and contrast the economic situations in North Carolina over the last decade.
4.02 Analyze the changes and reasons for those changes.
4.03 Describe suggestions for solving economic problems.

COMPETENCY GOAL 5: The learner will analyze critical issues facing North Carolina's youth.

Objectives

5.01 Define "today's youth."
5.02 Trace educational, economical, social, political, and legal issues confronting youth.
5.03 Formulate solutions and access venues for resolving issues confronting today's youth.

COMPETENCY GOAL 6: The learner will address current legislative and governmental topics.

Objectives

6.01 List current citizen concerns pertaining to North Carolina politics and government.
6.02 Assess the feelings and opinions of citizens on selected topics.
6.03 Pose possible solutions to address concerns of the citizenry.

COMPETENCY GOAL 7: The learner will research the current transportation systems in North Carolina and outline possible proposals for the future.

Objectives

7.01 Research the different transportation systems in North Carolina.
7.02 Identify problems associated with each transportation system.
7.03 Explore proposals for resolving transportation problems in the state.
7.04 Predict future transportation alternatives.

COMPETENCY GOAL 8: The learner will recognize important issues facing a technology-driven society.

Objectives

8.01 Trace the development of technology in the state.
8.02 Identify various ways technology is used in North Carolina today.
8.03 Discuss the positive and adverse effects of technology on the state.
8.04 Analyze the importance of the Research Triangle Park and its impact in the area of technology.

COMPETENCY GOAL 9: The learner will analyze the state of North Carolina's general welfare and site examples of ways to make positive changes.

Objectives

9.01 Define "general welfare" as expressed in the United States and North Carolina constitutions.

9.02 Identify areas that constitute the "general welfare" in North Carolina.

9.03 Analyze ways North Carolina handles the "general welfare," and explore ways to improve these issues.

9.04 Design goals for the state to implement in securing the "general welfare."

COMPETENCY GOAL 10: The learner will examine local and community issues and identify ways to make positive contributions.

Objectives

10.01 Compile a list of local and community concerns and issues.

10.02 Explore current and future solutions to issues.

10.03 Formulate solutions and access venues for resolving and confronting today's issues.

10.04 Identify community service organization and analyze their importance.

10.05 Assess ways students can become involved in and help resolve local and community issues.

CONTEMPORARY LAW AND JUSTICE

Contemporary Law and Justice is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice. In the Law and Justice course, students examine problems within the legal and justice systems.

Contemporary Law and Justice should allow students to personally acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials and visits to correctional facilities on a non-threatening basis. Other key areas of importance for students are civic participation and the utilization of state and local resources.

Strands: Legal Issues, Law Enforcement, Judicial and Correctional Systems, Societal Issues, Cooperative Participation Skills

COMPETENCY GOAL 1: The learner will analyze the sources, purposes, and functions of law, the changes that have occurred in law, and the need for active and ongoing change.

Objectives:

1.01 Describe the purposes and functions of law.
1.02 Investigate the sources and development of law.
1.03 Analyze the need for active and ongoing changes in the law.

COMPETENCY GOAL 2: The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.

Objectives:

2.01 Distinguish similarities and differences in the civil and criminal justice systems.
2.02 Compare the operations and processes of the civil and criminal justice systems.
2.03 Examine the issues and problems confronting the civil and criminal justice systems.
2.04 Assess the effectiveness of the state and federal judicial systems in resolving issues and problems.

COMPETENCY GOAL 3: The learner will differentiate between the roles and responsibilities of federal and state judicial systems and assess their effectiveness.

Objectives:

3.01 Describe the roles and responsibilities of federal and state judicial systems.
3.02 Compare and contrast the federal and state court systems.
3.03 Assess the movement of cases through the state and federal court systems.

COMPETENCY GOAL 4: The learner will compare and contrast the roles and responsibilities of local, state, and federal law enforcement agencies.

Objectives:

4.01 Distinguish between similarities and differences among various federal, state, and local law enforcement agencies.

4.02 Differentiate between the responsibilities and jurisdiction of federal, state, and local law enforcement agencies.

4.03 Assess the working relationships between law enforcement agencies at different levels.

COMPETENCY GOAL 5: The learner will identify correctional theories and evaluate their effectiveness in federal and state correctional systems.

Objectives:

5.01 Identify various correctional theories used in determining civil and criminal penalties.

5.02 Evaluate the effectiveness of correctional programs in federal and state correctional systems.

5.03 Identify sentencing options available in the federal and state judicial systems.

5.04 Identify and evaluate alternatives to incarceration.

5.05 Evaluate the effectiveness of the correctional systems in deterring crime.

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ECONOMICS

Economics is designed to equip students with the knowledge and tools necessary to understand the mechanics and functions of the American economic system. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, trade and interdependence, and comparative economic systems. As a result of acquiring information and developing a reasoned approach to decision making, students will be able to make informed choices in their respective roles as consumers, producers, employees, employers, borrowers, lenders, savers, investors as well as voters.

Strands: Deductive Reasoning, Graph and Chart Interpretation, Data Analysis, Microeconomics, Macroeconomics, International Trade and Levels of Economic Activity

COMPETENCY GOAL 1: The learner will demonstrate the role of economic choices within a market economy.

Objectives

1.01 Define the categories of productive resources and site examples of each.
1.02 Explain the condition of scarcity and relate the concept of scarcity to choice, opportunity costs, and tradeoffs.
1.03 Identify and explain broad economic and social goals.
1.04 Compare and contrast traditional, market, command, and mixed economic systems and their responses to production.
1.05 Describe the impact of defined and enforced property rights on a market economy.
1.06 Describe consumer response to positive and negative incentives.
1.07 Predict how interest rates act as an incentive for borrowing and saving.
1.08 Formulate a savings or financial investment plan for a future goal.
1.09 Identify the conditions for voluntary exchange.
1.10 Analyze public policy issues affecting decision making within a community.

COMPETENCY GOAL 2: The learner will analyze the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

Objectives

2.01 Define supply and demand and identify factors that cause changes in market supply and demand.
2.02 Explain the functions of supply and demand.
2.03 Describe the role of producers and consumers in determining the equilibrium price.
2.04 Explain the concept of consumer sovereignty.

2.05 Explain the function of profit in a market economy.
2.06 Describe the primary factors of production and their impact on the standard of living.
2.07 Explain how financial markets channel funds from savers to investors.

COMPETENCY GOAL 3: The learner will analyze the organization and role of business firms and assess the various types of market structures in the United States economy.

Objectives

3.01 Compare and contrast the different types of business organization.
3.02 Identify various ways firms finance operations and explain the advantages and disadvantages of each way.
3.03 Explain the evolution and role of labor organizations and cooperatives in market economies.
3.04 Describe the four market structures in the United States and the impact of government regulations on them.
3.05 Describe the benefits of natural monopolies and the purposes of government regulation of these monopolies.
3.06 Analyze the importance of competition among producers.
3.07 Explain the role of marginal analysis in determining prices and output.

COMPETENCY GOAL 4: The learner will evaluate the roles of government in a market economy.

Objectives

4.01 Explain the basic functions of government in a market economy.
4.02 Identify ways the government responds to market failures.
4.03 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
4.04 Explore ways tax revenue is used in the community.
4.05 Define progressive, proportional, and regressive taxation.
4.06 Describe how and when costs of government policies may exceed benefits.
4.07 Distinguish between federal deficits and the national debt and predict their future effects on the economy.
4.08 Predict the effects of federal spending and taxation on budget deficits and surpluses and the national debt.

COMPETENCY GOAL 5: The learner will examine the various ways economic performance is measured.

Objectives

5.01 Describe the various economic performance indicators and explain how they are calculated.
5.02 Explain the limitations of using GDP to measure economic welfare.
5.03 Describe the nature and causes of business cycles and analyze the impact of major events on them.

5.04 Identify the causes of inflation and analyze its impact on economic decisions.
5.05 Assess how individual spending and production decisions impact levels of income, employment, and prices.
5.06 Identify causes and effects of inflation, and analyze its impact on economic decisions.
5.07 Illustrate and explain the determinant of unemployment and inflation in an economy.
5.08 Compare and analyze current unemployment rates at the local, state, and national levels.
5.09 Propose solutions for addressing issues of unemployment in the community.

COMPETENCY GOAL 6: The learner will describe the role of money and financial institutions in a market economy.

Objectives

6.01 Explain the basic functions of money.
6.02 Identify the composition of the money supply of the United States.
6.03 Explain the role of banks and other financial institutions in the economy of the United States.
6.04 Describe the organization and functions of the Federal Reserve System.
6.05 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
6.06 Research and monitor financial investments, such as stocks, bonds, and mutual funds.
6.07 Formulate a credit plan for purchasing a major item comparing different interest rates.

COMPETENCY GOAL 7: The learner will assess economic stabilization policies and how they impact the economy.

Objectives

7.01 Define and explain fiscal and monetary policy.
7.02 Describe the negative impact unemployment and unintended inflation has on the economy.
7.03 Explain how monetary policy affects the level of inflation.
7.04 Analyze the role of taxation and fiscal policy in promoting price stability, full employment, and economic growth.
7.05 Analyze the purpose of monetary tools used by the Federal Reserve.
7.06 Articulate the impact of monetary or fiscal policy on purchasing decisions.

COMPETENCY GOAL 8: The learner will analyze the international dimensions of economics.

Objectives

8.01 Explain the benefits of trade among individuals, regions, and countries.

8.02 Define trade barriers, such as quotas and tariffs, and site how different countries use them.
8.03 Distinguish between balance of trade and balance of payments.
8.04 Compare and contrast labor productivity trends in the United States and other developed countries.
8.05 Discuss the concept of balance of trade and explain its benefits and costs.
8.06 Explain the impact of exchange rates on purchasing power.
8.07 Evaluate the benefits and costs of free trade.

GEOGRAPHY IN ACTION

This elective, *Geography in Action,* is designed to actively engage students in geography and demonstrate the applications of geography through travel and tourism. Tourism is an inherently geographic activity. Tourists leave home, travel through space to reach a destination, interact with economic, cultural, and physical landscapes at that destination, and finally return home with a wide range of geographic experiences and images. Tourism and travel is the world's largest transnational industry, profoundly affecting economies and cultures in both developed and developing nations. Tourism is one of the largest employers in the United States, providing jobs to one in eight people. In 2000, approximately 43 million people visited North Carolina. They spent over $12 billion, making tourism the second largest industry in the state. This course will examine tourism as a geographic phenomenon of global, national, and local importance, building upon the National Geography Standards as a pedagogical framework. The course will assist students in identifying where tourism development takes place, why tourism takes place where it does, the different types of tourism, and how and why tourism affects people and places throughout the world. A critical understanding of tourism and its impact will cultivate geographic literacy, cross-cultural sensitivity, and an appreciation of the interdependent nature of economic and social systems.

Strands: Critical Thinking Skills, Mapping and Spatial Analysis Skills, Project-Oriented Learning, Analysis of Economic and Cultural Interdependence, Analysis of Social Relations, Analysis of Human/Environmental Interaction

COMPETENCY GOAL 1: The learner will understand the growing importance of tourism to global, national, statewide, and local economic development. (Builds upon National Geography Standard 11: The geographical informed person knows and understands the patterns and networks of economic interdependence.)

Objectives

1.01 Demonstrate an understanding of the history of travel in the world and the United States, noting the conditions that led to the emergence of the modern tourist.

1.02 Collect and analyze tourism statistics such as employment and revenue generated by tourism.

1.03 Summarize the importance of tourism to the world economy, the United States economy, and North Carolina economy.

1.04 Identify and describe examples of tourism development in local area.

1.05 Discuss the interconnections between global, national, and local tourism economies.

COMPETENCY GOAL 2: The learner will identify major tourist flows in the world and locate various countries, major cities, natural attractions, and historic sites of tourist importance. (Builds upon National Geography Standard 4: The geographically-informed person knows and understands the physical and human characteristics of place.)

Objectives

2.01 Define the concept of spatial movement and flow.

2.02 Identify different types of movement; differentiate between permanent migration and temporary travel patterns, including tourism.

2.03 Identify different types of tourist movement or flow in the world such as coastal tourism; park tourism; agricultural tourism; mountain/upland tourism; urban tourism; ethnic tourism; indigenous tourism, adventure tourism, and heritage tourism.

2.04 Identify the location and characteristics, physical and human, of important tourist places for each region of the world.

2.05 Demonstrate ability to plan a two-week, theme vacation around the world with itinerary, transportation, estimated costs, list of countries and sites to visit, and reasons for visiting.

2.06 Identify the location and characteristics, physical and human, of important tourist places in North Carolina.

2.07 Demonstrate ability to plan a one-week, theme vacation around North Carolina with itinerary, transportation, estimated costs, list of counties, cities, and sites to visit, and reasons for visiting.

COMPETENCY GOAL 3: The learner will use maps and other geographic tools, such as GIS (Geographic Information Systems) to identify, describe, and interpret major international travel patterns as related to the United States. (Builds upon National Geography Standard 1: The geographically-informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.)

Objectives

3.01 Demonstrate an understanding of the various types of thematic maps.

3.02 Demonstrate a working knowledge of GIS and other map-making tools.

3.03 Construct a map showing country origin of international tourist's arrivals into the United States.

3.04 Construct a map showing country destination of international travelers from United States.

3.05 Summarize major travel-generating areas for tourism into the United States and major travel-receiving areas for tourists from the United States.

3.06 Demonstrate an understanding of the "uneven geographic nature" of tourism that result in some countries being visited more frequently than others.

3.07 Discuss factors affecting travel to countries such as distance, political/international relations, cultural environment, and attitude of governments toward tourism.

COMPETENCY GOAL 4: The learner will use maps and other geographic tools such as GIS (Geographic Information Systems) to identify, describe, and interpret major intra-national travel patterns as related to North Carolina.
(Builds upon National Geography Standard 1: The geographically-informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.)

Objectives

4.01 Identify differences in traveling internationally versus within one's own country.
4.02 Use a map to locate places of personal touristic importance and experience.
4.03 Construct a map showing state origin of tourists visiting North Carolina.
4.04 Construct maps showing state origin of tourists visiting other states.
4.05 Identify and compare major travel-generating states for tourism into North Carolina with major travel-generating states for tourism into other states.
4.06 Explain factors affecting similarities and differences in tourism patterns in North Carolina versus other states.
4.07 Construct a map showing North Carolina counties with the most and least amount of revenue and jobs generated by tourism.
4.08 Discuss how the geography of North Carolina tourism reflects an unevenness and identify reasons for and consequences of some counties engaging in tourism more than others.

COMPETENCY GOAL 5: The learner will understand mental maps and recognize how mental maps shape people's willingness and unwillingness to travel to certain places.
(Builds upon National Geography Standard 2: The geographically-informed person knows and understands how to use mental maps to organize information about people, places, and environments.)

Objectives

5.01 Define concept of mental map and identify different types
5.02 Identify factors that shape a person's mental map such as the mass media, geographic education, prejudices, and travel experience.
5.03 Explain how and why a positive or negative mental map of a place can affect a person's decision to travel.
5.04 Construct and use a public opinion survey to measure local perception of places, both of great tourist importance and of lesser tourist importance.
5.05 Use a graphing program and other computer resources to visually represent survey results.
5.06 Participate in a class presentation and discussion of results, factors affecting surveyed perceptions, the accuracy of those perceptions, and the impact of those perceptions on potential travel.

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COMPETENCY GOAL 6: The learner will understand the importance of place images in tourism, how places are sold or represented as tourist destinations, and how these shape people's perception and interaction with the world.
(Builds upon National Geography Standard 6: The geographically-informed person knows and understands how culture and experience influence people's perception of places.)

Objectives

6.01 Define the concept of "place image" and identify different types.
6.02 Discuss how and why places are sold or represented as attractive destinations.
6.03 Summarize the importance of advertising to tourism development.
6.04 Identify major place image themes found in tourism advertising including, but not limited to, location/proximity, naturalness, escapism, authenticity, climate, and hospitality.
6.05 Search for and obtain examples of place images found in tourism advertising including, but not limited to, travel brochures, newspaper and magazine ads, television and radio commercials, and Internet travel agencies.
6.06 Analyze place images in tourist advertising; identify themes and symbols used, generalizations, and possible inaccuracies and omissions.
6.07 Construct and present an advertising narrative using graphics and slogans that could be used in selling or representing one's hometown as a tourist destination.
6.08 Compare and contrast different promotional images of hometown, recognizing the different ways of seeing a place as a tourist destination.

COMPETENCY GOAL 7: The learner will develop an understanding of how tourism affects the economy of places. (Builds upon National Geography Standard 12: The geographically-informed person knows and understands the process, patterns, and functions of human settlement.)

Objectives

7.01 Recognize that tourism has power to generate foreign exchange, create employment, and stimulate economies in industrialized and developing countries.
7.02 Recognize the costs of hosting tourists, such as the building of hotels, increased law enforcement, construction of attractions, and transportation routes.
7.03 Define and explain the "multiplier effect" of tourism, how the monetary benefits of tourism development spread through a destination's local population directly and indirectly.
7.04 Define and explain the opportunities that tourism brings to a destination's local economy.
7.05 Identify positive aspects of tourism economy within hometown.
7.06 Define and explain the "reverse multiplier effect" of tourism, how the tourist economy can raise the price of goods and services for a destination's local population.
7.07 Define and explain the "opportunity costs," how investment in tourism diverts revenue away from funding other opportunities in a destination's local economy.
7.08 Identify negative aspects of tourism economy in a hometown.

COMPETENCY GOAL 8: The learner will examine how tourism affects social relations in a place and identify the various social actors involved in the tourism experience. (Builds upon National geography Standard 13: The geographically-informed person knows and understands how forces of cooperation and conflict among people influence the division and control of Earth's surface.)

Objectives

8.01 Identify three major social actors involved in tourism: host, tourist, and mediator.

8.02 Identify the various types of host such as active, passive, and resistant, and explain the various ways in which a host can interact with a tourist, both positively and negatively.

8.03 Identify the various types of tourist and explain the various ways in which a tourist can see, treat and interact with a host, both positively and negatively.

8.04 Explain ways in which the tourist experience is characterized by cooperation and conflict between "insider" (host) and "outsider" (tourist) interests.

8.05 Identify the complex role that mediators play in the tourism experiences, such as the role of travel guides/agents.

8.06 Discuss how tourism encourages the local population of a tourist destination to express, celebrate, and even preserve their cultural identity.

8.07 Discuss how tourism discourages the local population of a tourist destination from expressing their real cultural identity.

8.08 Recognize how political situations can exercise a negative or positive influence on tourists through currency policy, violence against visitors, and government contribution to tourism organizations.

COMPETENCY GOAL 9: The learner will analyze how tourism affects the environmental/physical geography of a place, leading to both environmental deterioration and environmental conservation. (Builds upon National Geography Standard 14: The geographically-informed person knows and understands how human actions modify the physical environment.)

Objectives

9.01 Summarize the importance of outdoor recreation within tourism as a whole.

9.02 Identify and locate natural activities and attractions sought after by tourists.

9.03 Identify the environmental costs of tourism such as increased use of resources and increased pollution.

9.04 Summarize the history of the national park system in the United States and identify the positive and negative environmental consequences of park tourism.

9.05 Define the concept of "sustainability" and discuss the promotion of ecotourism as a cleaner, more sustainable form of tourism.

9.06 Identify examples of ecotourism themes and locations around the world, the United States, and North Carolina.

9.07 Identify how tourism can encourage the conservation and preservation of plants, animals, habitats, and traditional indigenous cultures.

COMPETENCY GOAL 10: The learner will critically evaluate the impact of tourism on people and places by examining international, national, statewide, and local case studies. (Builds upon National Geography Standard 18: The geographically-informed person knows and understands how to apply geography to interpret the present and plan for the future.)

Objectives

10.01 Research and evaluate the role of tourism in selected countries in the Western and Eastern Hemisphere.

10.02 Research and evaluate the role of tourism on Native American Reservations.

10.03 Research and evaluate the role of community festivals in North Carolina.

10.04 Research and evaluate the role of tourism in one's hometown.

LATINO AMERICAN STUDIES

Latino American Studies introduces students to the diverse history and culture of Latin American and Latino Americans, beginning with life prior to Columbus to contemporary life in the United States and North Carolina. Important issues from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in the Western Hemisphere's oldest civilizations and cultures, and also focus on Latino Americans in North Carolina.

Strands: Latin American History; Latin American Culture; United States and Latin American Relations, Sociological and Economic Impact in North Carolina; Culture, Time and Change; Social Issues, Civil Ideals and Practices; Power Authority and Governance

COMPETENCY GOAL 1: The learner will examine the geographical regions and climates of Latin America.

Objectives

1.01 Describe the major geographical regions and physical environments of Latin America.
1.02 Compare and contrast how physical geography impacts the political boundaries of Latin America.
1.03 Analyze the impact of natural phenomena on the inhabitants of Latin America.
1.04 Assess the impact of environmental problems on Latin America.

COMPETENCY GOAL 2: The learner will explore the Pre-Columbian civilizations of Latin America and assess the impact of European colonization.

Objectives

2.01 Locate and describe the early people of Latin America.
2.02 Compare and contrast the civilizations of Maya, Aztec, and Inca, and cite their major contributions.
2.03 Explain the effects of contact and conflict between pre-Columbian cultures and Europeans.
2.04 Assess the impact of colonization of Latin America by Spanish, Portuguese, Dutch, and other European powers.
2.05 Assess the impact of the Atlantic slave trade on Latin America.
2.06 Analyze the economic, political, social, and cultural impact of European colonization on different cultures of Latin America.

COMPETENCY GOAL 3: The learner will examine independence movements in selected countries of Latin America, and assess the political, economic, and cultural impact of post-independence in Latin America.

Objectives

3.01 Trace the causes for and results of independence movements in Latin America and describe the impact of independence on colonizers and newly independent countries.

3.02 Examine selected political and revolutionary movements and leaders in Latin American and assess their continuing impact on society as well as the United States' role in these movements.

3.03 Compare and contrast the role of race, status, and identity in Latin American societies.

3.04 Explore the influence and role of religion in Latin America.

3.05 Examine the culture including, but not limited to, music, dance, art, and literature of selected societies of Latin America.

3.06 Describe the economic development of selected countries in Latin America and the impact on governments and societies.

COMPETENCY GOAL 4: The learner will examine the relationship between Latin American countries and the United States.

Objectives

4.01 Describe the diplomatic relationships with the United States and Latin American countries and analyze their economic impact on Latin America.

4.02 Analyze the impact of trade, industry, and United States' monetary investment in selected Latin American countries up to the present day.

4.03 Assess the growth of urbanization and industrialization and its impact on modernization of selected Latin American countries.

4.04 Examine economic development initiatives and their results in selected Latin American countries.

4.05 Analyze the causes of migration and immigration from selected countries of Latin America and assess their impact on these countries and on the United States.

COMPETENCY GOAL 5: The learner will analyze contemporary issues that face Latino American in North Carolina and the rest of the United States.

Objectives

5.01 Identify and describe the major socio-cultural issues of concern to Latino Americans, including cultural identity, stereotypes, and relations with citizens in the United States and North Carolina.

5.02 Identify and describe the major political issues of concern to Latino Americans in the United States and North Carolina and assess the significance of federal and state agencies on the Latino American community.

5.03 Assess the economic impact of Latino American immigrants and citizens on the United States and North Carolina.

5.04 Identify major health issues of concern to Latino Americans.

5.05 Examine how contemporary issues affect Latino Americans in North Carolina, such as education, employment, and citizenship.

5.06 Describe the traditional and contemporary cultural characteristics of Latino Americans in North Carolina and identify key community leaders.

5.07 Explore the various ways Latino Americans retain their cultural traditions in North Carolina and examine the diversity within their community.

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PSYCHOLOGY

The elective course, *Psychology,* engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

Strands: Research Methods, Cognitive Domain, Lifespan Development, Biopsychological Dimensions, Sociocultural Dimensions

COMPETENCY GOAL 1: The learner will become familiar with the history and research methods of psychology.

Objectives

1.01 Discuss the contemporary perspectives used by psychologists to understand behavior and mental processes.
1.02 Identify the major subfields and career opportunities that comprise psychology.
1.03 Distinguish between the different research strategies used by psychologists to explore behavior and mental processes.
1.04 Distinguish and employ the basic concepts of statistical data.
1.05 Analyze the ethical issues in psychological research.
1.06 Discuss the development of psychology as an empirical science

COMPETENCY GOAL 2: The learner will demonstrate an understanding of the biological bases of behavior.

Objectives

2.01 Identify the structure and function of the neuron.
2.02 Identify, describe, and explain the organization of the nervous system.
2.03 Describe the structure and functions of the brain.
2.04 Differentiate among the technologies and clinical methods for studying the brain.
2.05 Compare and contrast the specialized functions of the brain's hemispheres.
2.06 Describe the structure and function of the endocrine system.
2.07 Assess how heredity interacts with environment to influence behavior.
2.08 Explain how psychological mechanisms are influenced by evolution.

COMPETENCY GOAL 3: The learner will examine lifespan development.

Objectives

3.01 Explain development as a lifelong process.
3.02 Analyze research techniques used to gather data on the developmental process.
3.03 Identify the stage theories of development.
3.04 Discuss issues surrounding the developmental process.
3.05 Assess the impact of technology on aspects of the lifespan.

COMPETENCY GOAL 4: The learner will explore the basic concepts of sensation and perception.

Objectives

4.01 Analyze the basic concepts explaining the capabilities and limitations of sensory processes.
4.02 Examine the components of vision.
4.03 Describe the interaction of the person and the environment in determining perception.
4.04 Explain the nature of attention.

COMPETENCY GOAL 5: The learner will analyze basic concepts of motivation and emotion.

Objectives

5.01 Identify theories of motivation.
5.02 Examine the biological and environmental cues instigating basic drives or motives.
5.03 Analyze the theories and physiology of emotion.
5.04 Discuss the effects of motivation and emotion on perception, cognition, and behavior.

COMPETENCY GOAL 6: The learner will examine factors associated with stress.

Objectives

6.01 Identify major sources of stress.
6.02 Explore psychological and physiological reactions to stress.
6.03 Identify and explain cognitive strategies to deal with stress and promote health.

COMPETENCY GOAL 7: The learner will analyze factors influencing the cognitive domain.

Objectives

7.01 Analyze the various learning processes and factors influencing classical and operant conditioning, and cognitive learning.
7.02 Explain the role of biology and culture in determining learning.
7.03 Describe the processes of encoding information into memory.

7.04 Distinguish between short-term and long-term memory systems and explain the process of retrieval.
7.05 Discuss methods for improving memory.

COMPETENCY GOAL 8: The learner will explore the process of thinking and language development.

Objectives
8.01 Describe the tools used in the individual's thought process.
8.02 Identify the strategies and obstacles for problem solving and decision making.
8.03 Identify theories and developmental stages of language acquisition.
8.04 Discuss the links between thinking and language.

COMPETENCY GOAL 9: The learner will analyze the differing states of consciousness.

Objectives
9.01 Classify the characteristics of sleep and theories that explain why we sleep.
9.02 Analyze theories used to explain and interpret dreams.
9.03 Assess basic phenomena and uses of hypnosis.
9.04 Categorize the different psychoactive drugs and their effects.

COMPETENCY GOAL 10: The learner will examine individual differences and personalities.

Objectives
10.01 Describe concepts related to the measurement of individual differences.
10.02 Explain the influence and interaction of heredity and environment on individual differences.
10.03 Analyze the nature of intelligence and intelligence testing.
10.04 Define personality and personality constructs.
10.05 Explain personality approaches and identify important contributions to the understanding of personality.
10.06 Analyze the different tools and tests used in personality assessment.

COMPETENCY GOAL 11: The learner will examine the characteristics and treatments of psychological disorders.

Objectives
11.01 Describe the characteristics and origins of abnormal behavior, and explain methods used in exploring abnormal behavior.
11.02 Discuss major categories of abnormal behavior and explore the challenges associated with accurate diagnosis.
11.03 Analyze the impact of mental disorders and efforts to promote greater understanding of abnormal behavior.
11.04 Explain methods used to treat people with disorders.
11.05 Discuss the legal and ethical challenges involved in delivery of treatment.

COMPETENCY GOAL 12: The learner will evaluate the social and cultural dimensions of behavior.

Objectives

12.01 Assess how people relate to one another.
12.02 Identify the primary social and cultural categories of the United States culture.
12.03 Examine how social and cultural categories influence behavior.
12.04 Explore how group interaction affects behavior.

SOCIOLOGY

This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

Strands: Critical Thinking, Cultures and Diversity, Social Problems and Issues, Social Processes, Anthropology, Geographic Relationships, Technological Influences and Society, Individual Identity and Development, Economic Development

COMPETENCY GOAL 1: The learner will develop a sociological point of view.

Objectives

1.01 Discuss the origins of sociology.
1.02 Describe similarities and differences between sociology and the other social sciences.
1.03 Identify the relationship between the study of sociology, society, and culture.
1.04 Define and apply key concepts used in sociology to understand human society and interaction.
1.05 Differentiate among the various sociological perspectives or theories on social life and formulate a personal perspective.
1.06 Differentiate among the various sociological research methods.

COMPETENCY GOAL 2: The learner will demonstrate an understanding of the nature of culture and the role it plays for the individual and for society.

Objectives

2.01 Identify and apply the elements of culture.
2.02 Compare and contrast various cultures of the world.
2.03 Explain how the elements of culture form a whole culture.
2.04 Explore the relationship between language and the transmission of culture.
2.05 Analyze the role that culture plays in determining personality.

COMPETENCY GOAL 3: The learner will develop an understanding of social interaction and social structure.

Objectives

3.01 Define and evaluate the theoretical perspectives of social interaction.
3.02 Explain the types of social interaction.
3.03 Distinguish status from role and pose solutions to role conflicts.
3.04 Discuss how the social structure of a culture affects social interaction.

COMPETENCY GOAL 4: The learner will demonstrate an understanding of the importance of groups and organizations in society.

Objectives

4.01 Distinguish between social groups and formal organizations.
4.02 Classify types of social groups that exist in society.
4.03 Analyze group dynamics and assess its effects on group behavior.
4.04 Evaluate the nature of bureaucracies.

COMPETENCY GOAL 5: The learner will analyze the process of socialization.

Objectives

5.01 Define socialization.
5.02 List the agents of socialization.
5.03 Describe how the process of socialization is culturally determined.
5.04 Explain the various theoretical perspectives on socialization.
5.05 Trace how socialization is a life long process.
5.06 Evaluate the functions and roles of socializing agents.

COMPETENCY GOAL 6: The learner will discuss deviance as a social construct relative to time, place, and social circumstances.

Objectives

6.01 Distinguish between conformity with and deviation from cultural norms.
6.02 Differentiate between various explanations or theories for deviant behavior.
6.03 Analyze various social control techniques.
6.04 Classify types of crime.
6.05 Evaluate the American criminal justice system's response to deviant behavior.

COMPETENCY GOAL 7: The learner will analyze the functions and social structure of social institutions.

Objectives

7.01 Determine how social institutions evolve.
7.02 Identify and evaluate the functions of social institutions.
7.03 Evaluate the role and effectiveness of social institutions.
7.04 Assess the social integration of social institutions.

COMPETENCY GOAL 8: The learner will examine major social problems.

Objectives

8.01 Describe major social problems and social issues.
8.02 Analyze causes and effects of social problems and issues.
8.03 Construct possible solutions to given social problems.

COMPETENCY GOAL 9: The learner will demonstrate an understanding of how society changes.

Objectives

9.01 Discuss the theoretical approaches used to study social change.
9.02 Evaluate the causes and effects of social change.
9.03 Describe ways groups resist and accommodate change.

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